



Accessibility Plan Statement 2021

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the **guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”**, issued by DfES in July 2002.

Disability is defined by the Disability Discrimination Act 1995 (DDA): *“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”*

The key objective of this plan is to reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEN policy.

The school recognises its duty under the DDA (as amended by SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)

The school recognises and values parents’ knowledge of their child’s disability and its effect on his or her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to **pupils’** diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Henwick Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after- school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.

Education and related activities

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate specialist professionals who visit the school.

Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Plan

		Targets	Strategies	Responsibility	Monitoring	Success criteria
Short term	Written information	To ensure that all written information for all users of the school is accessible	<ul style="list-style-type: none"> • Where needed enlarge print • Where needed use visuals to support understanding • Where appropriate and possible translation to be used • Where needed order enlarge test scripts • Where appropriate laptops to be used • Where appropriate colour overlays to be provided to aid with accessing information • Visualizers to aid when learning in class 	EHT AHT Admin team Class teachers TA SENCO	SLT	<p>All visitors to the site are able to access written information</p> <p>Children with VI are able to access the curriculum in line with their peers</p>
	Physical environment	To ensure that classrooms and all areas of the school site are safe and suitable for use	<ul style="list-style-type: none"> • Daily premises walk to ensure that there is suitable access for all users • Ensure that there are no obstructions to fire exits or routes 	EHT AHT Premises manager	SLT	Site is safe and accessible to all
	curriculum	To ensure that all classes are organised to provide the optimum access to the curriculum.	<ul style="list-style-type: none"> • Provide children with VI visual aids. • Provision of picture symbols for children with ASD and communication difficulties. • Classes to use symbols time-table. 	EHT AHT Class teachers TA SENCO	SLT SENCO	<p>Aids and equipment in place and are used successfully by pupils.</p> <p>Classrooms organised to meet the needs of pupils.</p> <p>Increased access to the curriculum and environment in identified classrooms.</p>
Medium term	Physical environment	To improve access to areas on site for users with mobility needs	<ul style="list-style-type: none"> • Stairs painted in a distinctly contrasting colour to the step noses for VI users • Door frames, doors and skirting boards to be painted a contrasting colour to aid VI users • Signage around school to be clear on a contrasting background to aid VI users • Shade on classroom windows throughout school to minimise glare from sun on screens 	EHT AHT Premises manager	SLT	<p>VI users are safe when travelling through school</p> <p>There are no barriers to accessing the curriculum for VI users</p>

		Targets	Strategies	Responsibility	Monitoring	Success criteria
	Curriculum	To use appropriate assessment and tracking procedures to raise attainment	<ul style="list-style-type: none"> • Staff training in use of new levelling system • Staff training in use of ways to level children with SLD 	SLT SENCO Class teachers TA	SENCO to track on SIMS and input progress on	Children are being tracked accordingly, gaps are highlighted and addressed and staff are aware of next steps
		To differentiate children's learning	<ul style="list-style-type: none"> • Training to support teachers with different ways for children to access learning 	Subject leaders	SLT	Teachers are able to ensure that all children can access learning through the pitch of a task and that no task is off limits for any children
Long term	Physical environment	To improve access to areas on site for users with mobility needs	<ul style="list-style-type: none"> • Improved disabled access to the building • Improve disabled facilities on the ground floor • Improve access to the dinner hall for disabled users to gain access 	EHT AHT Premises manager	SLT	Access for those with mobility needs is improved